The relationship between students' discipline and students' academic performance in secondary schools in the Gatsibo District

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Abstract

The research study was conducted in Gatsibo District to assess the relationship between students' discipline and students' academic performance in Gatsibo District secondary schools. The research project employed a descriptive design with a quantitative approach, respondents were 338. The analysis was done using IBM SPSS version 21.0. The questionnaire was the main tool to collect data. The results were presented in Tables. The results showed that students' conduct significantly affect the academic performance highly with P =0.000 and r = 0.840 and mean score of 3.63. Respect affect academic performance significantly with P =0.000, r = 0.775 and mean score of 3.55. Results indicated that there was high and significant correlation between punctuality and respect with Pearson correlation equal to 0.815±0.000. The same way there was high and significant correlation between punctuality and behavior (0.807±0.000). Punctuality and responsibility had high and significant correlation (0.807±0.000), punctuality and academic performance had weak correlation (0.473±0.000), while there was no significant effect of responsibilities on academic performance as revealed by findings where (0.129±0.018). There were the relationship between students' discipline and students' academic performance in Gatsibo District secondary schools. Enhanced staff collaboration is required, for enforcing the students' discipline in order to improve the academic performance

1. Introduction

Any society's success is dependent on its youth. As a result, any community must make significant investments in youth development in order for them to be capable of taking on leadership and other responsibilities. With the spiritual decay in society, as shown by an uptick in cases of discipline and abuse in classrooms, stakeholders must engage in the moral capital of young people (Ehiane, 2014).

Moral capital is described by Dindi et al., (2018) quoting Alejo Sison, as "excellence in character." She goes on to define moral capital as character honesty, which implies wholeness and peace. The cornerstone of virtuous living is integrity. With the current state of affairs in certain aspects of society, which can quickly be transferred to young people, parents have a responsibility to ensure that their children get the proper education.

Discipline and ethics are inextricably linked to other aspects of one's life and cannot be separated from them (Kang & Glassman, 2010). Students' discipline aims at helping students develop moral character and moral progress. Students' discipline theoretical base includes moral philosophy, moral psychology, and moral instructional approaches (Han, 2014).

Students' discipline refers to a spiritual transformation that occurs when universal Islamic ideals are internalized (Halstead, 2007).

The right school, according to Gorski, (2010), is one that guarantees that students are morally and mentally raised. This education should provide students with the ability to behave morally without deliberation, allowing them to make proper judgments on the decisions they take.

Since education is a human awakening, Gorski, (2010) claims that it differs from animal training. This means that in order to educate a person, his human faculties of intelligence and will must be reawakened so that he will tend to what is real and good in the acts he takes.

Today's schools must emphasize that education is about more than just academic formation; it is about educating the entire individual. The aim of education, according to Gorski, (2010), is to lead man in the changing dynamism in which he forms himself as a human being armed with intelligence, judgement, and moral qualities. In his book Education of Man, Maritain claims that spiritual life and morality creation is an important aspect, if not the most important, goal of education in the general sense (Beckett & Windelband, 2014).

In the East African Community (Rwanda, Kenya, Tanzania, Uganda and Burundi), regarding education program, the education in charge emphasize the importance of students' discipline in schools. It emphasizes the importance of promoting positive values through education. In this regard, it emphasizes the importance of instilling qualities such as peace, dignity, hard work, fairness, and justice through education and training (Miriti & Mutua, 2019).

Prior to colonization, Rwandan education was largely focused on military training and athletics; it was a method of preparing a professional army. Other educational categories such as moral (Rwandan culture's values and taboos), political (the Rwandan kingdom's vision and policies), cultural (traditional songs and dances), and languages and literary education were given secondary priority (poetry, debate and rhetoric) (Ndaruhutse et al, 2018).

In Rwanda, Ministry of education, the concept of education stresses the provision of comprehensive quality education that supports the learners' cognitive, psychomotor, and affective domains. As a result, qualities such as patriotism, tolerance, modesty, and mutual regard, as well as high moral principles, will be instilled in the schools. A critical study of students' discipline in secondary schools, as envisioned by Rwanda's government in its constitutional papers, does not seem to be well implemented in secondary schools (Ndaruhutse et al, 2018).

Therefore, in Rwanda, different schools based on religious belief such as catholic and protestant. School's goal is to holistically shape a child so that they can become responsible and useful members of society with values and taboos. This disciplinary proceeding is only a few of the many that schools in this area deal with on a regular basis. Thus, this research is looking to see if schools have strong students' discipline programs in place that will help students avoid these issues. The aim of this research article was assess the relationship between students' discipline in secondary schools in Gatsibo District contributing to academic performance.

2. Review of Literature
Academic performance and discipline

Poor performance is the second consequence of student disobedience on the teaching-learning process (Matsimoto, 2000). Because so much time is spent on disciplinary matters and so little time is spent on teaching, the curriculum is not finished, resulting in students' poor preparation for exams and learning. This view is shown in the following excerpts: "School discipline has a substantial influence on academic achievement in the classroom." Because of this negative behavior, the school infrastructure as well as any other resources/materials are harmed. They end up causing havoc with the school's culture. Teaching becomes a challenge, and overall performance falls well short of expectations. Indiscipline is an issue since it leads to poor performance. Undisciplined children usually do poorly in school."

Academic performance, according to Yusuf, Onifade, and Bello (2016), is a student's measurable and observable behavior over a period of time. According to him, it includes a student's performance in assessments such as class exercises, class exams, mid-semester, mock examinations, and end-of-semester examinations.

The findings of Claver et al., (2020) study on discipline and academic achievement in Physical Education revealed that autonomous inspiration predicted favorable outcomes. The findings emphasized the necessity of a discipline-oriented environment, as well as the

mediating function of fundamental psychological needs and autonomous motivation in obtaining favorable student outcomes in Physical Education. The moral principles that contribute to children engaging in disciplined behaviors and academic achievement in Physical Education are examined in this study, which might be a valuable resource for instructors. According to the findings of this study, using intervention strategies in Physical Education classes might enhance students' behavioral and cognitive outcomes.

In regards to the teacher's role to the promotion of disciplined behaviors, Wade et al., (2017) The application of teaching skills and attitudes was proven to reduce disciplinary issues. Teaching skills provide better group management and give instructors more time to correct mistakes and provide feedback to students, resulting in more student involvement, autonomy, and effectiveness in the classroom, as well as enhanced academic achievement. (Wade et al., 2017).

In a study conducted by Ludeshi, Nasong & Obaki, (2011) on discipline management in boarding schools on visiting days in the Lugari district of Kenya. Ten schools were sampled comprising of three boys boarding, four girls boarding, seven mixed day and boarding while three were girls' day and boarding schools. The sample size was 1,303 students, ten principals, ten teachers in charge of boarding and ten school workers. Data were collected using questionnaires, interview and observation schedules and document analysis.

Analysis was done using descriptive statistics and data were presented on tables, pie charts and bar graphs. The population of the study comprised of all the 42 secondary schools comprising of 13,236 students. The study revealed that all the sampled schools had varied internal policies regulating visiting days and the same were not universally enforced paving way to indiscipline among students in boarding secondary schools. In an attempt to minimize negative external influence on students, the study recommends that the Ministry of Education should formulate policies to guide these occasions. The policies should stipulate the level of involvement of parents in their children's education as well as create awareness to school managers with regard to discipline in boarding secondary schools.

In his study (Herbert, 2009) of the influence of discipline management by heads of schools in the Busiro district of Uganda. The study employed survey research design particularly cross sectional survey design. Questionnaire was the main instrument of data collection in addition to interview guide and document review. Four private secondary schools were randomly selected in Busiro County of Wakiso District in which the study was conducted. The major findings of the study were; all schools have written rules and regulations but which they don't understand, some rules and regulations require modifications and others lack consistence in their implementation, which raises students" anger leading to violence, strikes and aggression.

Also time is poorly managed in school where the designed timetables are not respected. Punishments were found to be unfairly administered that causes dissatisfaction, anger and thus inducing acts of indiscipline such as strikes, vandalism of school property as well as violence among students. The study came up with the following conclusions based on the study findings; much as school rules help in controlling students" behavior in the school, their awareness is lacking among students. Also time being a scarce resource and need to be well planned for through a time schedule, this timetable lack respect and therefore not followed as expected causing indiscipline among students. Punishments were also found to be poorly administered to students, which create chaos in schools characterized with school property destruction, and thus affecting students" general academic performance.

In addition, a strong parent teacher relationship need to be established so as to address the effects of indiscipline in schools, and also head teachers should be the role models of discipline if this struggle is to achieve its objectives.

Disciplines and academic performances in Nigeria are the core of our today's education. Some scholars have attributed poor performance of students in academic to high level of indiscipline among students while others disagreed. Nevertheless, it becomes imperative in recent times that many schools have traded away discipline and as a result led to poor academic performance of students. This study was carried out to establish the relationships between schools discipline and students' academic performance. The study employed cross sectional research survey design in which questionnaire was the main

instrument of data collection in addition to interview guide and document review. Simple percentage and Chi-square statistical method were used to analyze the data. However, the findings of the study clearly showed that effective school discipline should encouraged in controlling students' behavior thus affects students' general academic performance (Maphosa & Mammen, 2011).

According to Maphosa & Mammen, (2011) the study is part of a larger study on the management of learner indiscipline in schools. The study sought to establish learners' views on the most frequent disciplinary measures instituted against them for minor and major forms of indiscipline committed in South African schools. The study followed a descriptive survey design and made use of a combination of quantitative and qualitative approaches. The study used 280 learners selected from 15 independent schools in Mthatha district in the Eastern Cape Province of South Africa. Data were collected from selected students thorough a semi-structured questionnaire and interviews. The SPSS statistical package version 17 was used to analyze the quantitative data. Qualitative data were analysed through content analysis as emerging key issues led to themes that guided analysis. The study found that from the learners' point of view, teachers mostly employed punitive disciplinary measures when dealing with student indiscipline in schools and measures such as verbal reprimands, talking to students, kneeling on the floor, corporal (physical) punishment and sending learners out of class for minor forms of indiscipline whereas talking to learners, guidance and counseling, suspension and detention were frequently used to deal with major forms of indiscipline. The study also found that teachers still viewed disciplining learners as synonymous to punishing them. The study recommends the establishment of staff development workshops to equip teachers with skills to embrace supportive, proactive and cooperative disciplinary measures when dealing with learner indiscipline.

According to Ayllon & Roberts, (2017), behavior modification procedures have typically been used to eliminate discipline problems in the classroom through reinforcement of non-disruptive behavior. This report demonstrates an alternative approach whereby discipline problems are eliminated by reinforcing relevant academic skills. Five fifth-grade boys, identified by their teacher as discipline problems, were observed. The teacher conducted 15-min performance sessions in her reading class during which written academic performance and disruptive behavior were recorded. These measures indicated that the boys' average level of disruption was 34%, while their reading performance was below 50%. When systematic token reinforcement was applied to reading performance only, the rate of disruption fell drastically, and reading performance increased. When the reinforcement procedure was withdrawn, disruption again rose, and reading performance declined. The reinstatement of reinforcement doubled reading performance and eliminated disruption.

Additionally, according to certain learning theories, punishment is inefficient in promoting meaningful and long-term behavioral change (Ntuli, 2012). This is supported by a Kinyarwanda proverb which says "Inkoni ivuna igufwa ntivura ingeso" interpreted as "a stick damages the bone but does not correct bad behavior" (Ministry of education, 2010). Therefore, the best practices for enforcing discipline among students is empowering guidance, moral education teaching, values, ethics and counseling services within the school.

3. Materials and Methods
Research Design
The research article used descriptive design with both qualitative and quantitative approaches. According to Mugenda & Mugenda (2009), a descriptive survey is a method that helps the researcher to efficiently summarize and organize data. According to Orodho (2003), research design is the strategy, blueprint, or plan used to provide answers to a research issue. This set of data collection and analysis standards aims at striking a balance between relevancy and the study's goal. The survey is presented as a narrative report. A descriptive survey, according to Mugenda & Mugenda (2009), is a strategy that aids the researcher in quickly summarizing and organizing data.

Target Population
A target population is defined as "a collection of persons, objects, or items from whom or which measurement samples are taken" (Muhaturukundo, Shukla & Mbabazi, 2016). The target population of this study has been five boarding secondary schools, in total 2171 people including head teachers, teachers, discipline master and patrons. The boarding

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secondary schools selected are: Lycée Saint Alexandre de Muhura, Collège Baptiste de Ngarama, Gakoni TVET School, GS Kiziguro and Gituza TVET School.

Sample size

A sample is a small portion of the population being studied, one may make certain assumptions about the features of a population from which a sample was chosen by studying the characteristics of a well selected and representative sample. To figure out what the optimum sample size for a given population is, Slovin's formula quoted by Gorard (2008) was used:

$$n = \frac{N}{1 + N(e)2}$$

n is the sample size,
N is the population of the study and e is the margin error of 5% or 0.05

$$n = \frac{N}{1 + N(e)^2} = \frac{2171}{1 + 2171(0.0025)} = 337.87 \cong 338$$

n=338
Therefore, the sample size for the research study has been 338 respondents.

Table 1 Selected schools and selected sample

Categories	Sample size	Percentage of sample size
Teachers	318	95.5
HTs	5	1.5
Matron	5	
Patron	5	1.5
Discipline master	5	1.5
Total	**338**	**100**

In this illustration, three hundred thirty eight (338) respondents among 8684 were purposively selected and studied. To collect quantitative and qualitative data and formulated questionnaire were administered to three hundred thirty eight (338) purposively selected including teachers, head teachers, discipline master and patron in charge of discipline.

Sampling Techniques

Purposive sampling technique were utilized to choose Gatsibo District because it had high rate of transition from lower secondary to upper secondary education and had a high rate of indiscipline cases in the country. The schools were purposively selected because they are the boarding secondary schools where the discipline is managed.

Head teachers were purposively selected because their schools will be included in a sample and provision of resources and oversee the implementation of official policies of education in the school and discipline master and patrons were purposively selected because they are in charge of discipline of the schools. The teachers were selected using simple random sampling where all individual will be given equal chances of being selected as a member of sample.

Procedures of Data Collection

A well-developed questionnaire helped a researcher to answer all research questions and link them with the independent variables so as to meet the research objectives. The questionnaire had one sets of questions, it investigates the relationship between student discipline and academic success in secondary schools in the Gatsibo District. The number of questionnaires to be administered was derived based on the number of sample size calculated. These have been distributed and "administered to the respondents by the researcher in person and picked later and this has been preferable because it was found to be easy to present and collect".

Data Analysis

The data gathered through the research "Questionnaires and observational checklists were coded, entered, and verified in the Statistical Package for Social Sciences (SPSS 21.0)." According to Cresswell (2012). "Data gathered should be cleansed, verified, and converted to guarantee that data submitted is accurate." Data was coded, edited, classified, and tabulated as part of this operation" (Orodha, 2003).

In this research, quantitative data have been presented in narrative style as well as using descriptive statistics such as frequency distribution, percentage, and tabulation. As a result, the process has included data cleaning to ensure that the data is accurately recognized in order to learn more about the data, as well as data lists to provide descriptive statistics. Means and standard deviations, for example, were utilized. In addition, visuals such as histograms and pie charts have been used to depict

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the study's data distribution. The Statistical Package for Social Sciences is used to calculate coefficients for measuring strengths and coefficients that characterize percentages or variation (SPSS 21.0) were employed

Socio - demographic characteristics of respondents

This section of socio-demographic characteristics indicated the frequencies of socio-demographic

4. Results and Discussion

characteristics especially sex, age, education levels and profession experience of respondents.

Gender of Respondents

The frequencies indicating the gender of respondents are presented in the Table 2

Table 2 Sex of respondents

	N(%)	Mean	SEM	Std. Deviation
Male	213(63)	1.37	0.026	0.483
Female	125(37)			
Total	338			

Source: Primary Data, 2022

Table 2, indicated the gender of respondents and males were represented by 63% of respondents while females were 37% of respondents.

Age of Respondents

To highlight the age of respondents Table 3 was employed.

Table 3 Age group of respondents

	N(%)	Mean	SEM	Std. Deviation
<15 years	5(1.5)			
15-19 years	253(75.3)	2.34	0.033	0.602
20-25 years	35(9.9)			
25-35 years	33(9.7)			
>35 years	12(3.6)			
Total	**338(100)**			

Source: Primary Data, 2022

The group of age is presented in the Table 3. The respondents under 15 years were 1.5%, the respondents (15-19 years) was 75.3%, the respondents with 20-25 years was 9.9%, the respondents with 25-35 years was 9.7% and the respondents over 35 years old was 3.6% of respondents.

Effect of student discipline on academic performance

Table below highlights the effect of student discipline on academic performance.

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Table 4 Correlation

		Punctuality	Respect	Behavior	Responsibility	Academic performance
Punctuality	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	338				
Respect	Pearson Correlation	.815**	1			
	Sig. (2-tailed)	.000				
	N	338	338			
Behavior	Pearson Correlation	.807**	.965**	1		
	Sig. (2-tailed)	.000	.000			
	N	337	337	337		
Responsibility	Pearson Correlation	.807**	.525**	.511**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	338	338	337	338	
Academic performance	Pearson Correlation	.473**	.775**	.840**	.129*	1
	Sig. (2-tailed)	.000	.000	.000	.018	
	N	338	338	337	338	338

Source: Primary Data, 2022
**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 indicated that there is high significant correlation between punctuality and respect with Pearson correlation equal to 0.815±0.000. The same way there is a correlation between punctuality and behavior (0.807±0.000).

there is a positive correlation between punctuality and responsibility (0.807±0.000), the same the punctuality and academic performance (0.473±0.000), while there is no effect of responsibilities on academic performance as revealed by findings where (0.129±0.018).

Regression analysis

The analysis was performed to build up the connection between students' discipline and academic performance.

The analysis applied the statistical package for social sciences (SPSS) to record the estimations of the multiple regressions for the study. Below are the outputs from SPSS tests.

Table 5 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923[a]	.852	.851	.75364

Source: Primary Data, 2022
a. Predictors: (Constant), Responsibility, Behaviour, Punctuality, Respect

In order to explain the percentage of variation in the dependent variable students discipline as explained by the independent variables, the researchers used the regression model for determination (R Square) that is obtained from the above. Based on the analysis, the findings show that the independent variables contributed to 85.2% of the variation in academic performance as explained by adjusted R^2 of 85.20% while 4.8% is explained by other variables outside the model and the error term.

Analysis of Variance

The study conducted an Analysis of Variance, in order to test the effect of students discipline on

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academic performance in secondary schools of Gatsibo District. The findings were as shown below:

Table 6 Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1089.190	4	272.298	479.421	.000[b]
	Residual	188.567	332	.568		
	Total	1277.757	336			

Source: Primary Data, 2022
a. Dependent Variable: Academic performance
 b. Predictors: (Constant), Responsibility, Behaviour, Punctuality, Respect

From Table 6, F value of 479.421 is significant at 95% confidence level. This is because the P value is greater than 0.05. The result means that students discipline affect academic performance in secondary schools of Gatsibo District.

Test for Coefficients
This Table demonstrates the level of significance on the variables; it also provides the standardized and unstandardized coefficients.

Table 7 Coefficient of the effect of students discipline and academic performance

		Coefficients[a]				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.958	.338		17.648	.000
	Punctuality	-.191	.037	-.298	-5.175	.000
	Respect	-.180	.052	-.282	-3.430	.001
	Conduct	.661	.036	1.476	18.112	.000
	Responsibility	-.214	.034	-.243	-6.233	.000

Source: Primary Data, 2022
a. Dependent Variable: Academic performance
From Table 7, the researcher sought to establish the relationships between students discipline and academic performance in secondary schools of Gatsibo District. The following regression equation was obtained: $SA = 5.958 - 0.191X - 0.180Y + 0.661Z - 0.214Q + \varepsilon$

From the above findings, holding the various components consistent, academic performance was measured by proficient and powerful usage of punctuality, respect, behavior and responsibility. The consequences of the various regression models show that there is a positive correlation between students discipline and academic performance in secondary schools of Gatsibo District.

Regarding respect and behavior, the findings shown that the students demonstrated some behavior indicating the miss-respect such as breaking some schools' property. The findings from analysis regrading behavior and respects affect the academic performance. This concurs that it is therefore realized that in any society, discipline is a very important element for achievement of their intended objectives and discipline management involves establishing guidelines for regulating individuals' behavior and making sure that they are followed (Moswela, 2014).

Discussion
The findings demonstrated that behavior like wearing dirty and wrong uniform, fighting in the school, presence of drug abuse and alcoholism, idleness, examination malpractice affect academic

performance. This concurs in Kenya secondary school where Kimani, (2013) noted some the discipline problems experienced including truancy, bullying, destruction of school property, physical violence by students on teachers and other students, alcoholism, abuse of drugs and substances, absenteeism among others. The same findings confirmed by Ruzindana, (2017) where cited that the targeted academic achievement is easily achieved if there is good discipline at school.

Regarding students behavior, Ehiane, (2014), cited that good school discipline management entails clearly spelling out behavior and academic expectations to students.

One staff said that academic performance depends on learners' attitudes. Indiscipline students should not succeed, because sometimes discipline is associated with class attendance, class homework and assignment. So, indiscipline learners should not achieve the academic performance.

The study results presented that the attribution of responsibilities to students like assisting in upholding school policies and procedures, don't affect academic performance while the findings shown that giving responsibilities to students contribute to the discipline management which can contribute to the achievement of a good academic performance. Similarly, Ruzindana, (2017) noted that giving responsibility to students becomes more effective if there is good discipline. A learner can be delegated if he his disciplined and to be chosen depends on the academic performance.

One staff said that, the collaboration between teachers, discipline teams and school head teachers should enhance the discipline especially based on school regulations and policies.

Regarding the level of academic performance, the success was found in school assessment than school exam, this indicated that there are other factors associated to the school assessment. Thus, this leads to poor academic performance as indicated by the district test. One staff said that, *in secondary, students' academic performance is generally poor. This is attributed to many factors, which include poor primary and primary level background, 59 students; lack of interest in studies, inadequate reference materials, language barrier, indiscipline, parental influence and lack of scholastic materials among others.*

According to Ruzindana, (2017), the schools administrators and the parents reported that their students in schools (9&12 YBE schools) generally perform poorly both at Advanced and Ordinary levels.

This concurs that the poor performance was said to be attributed partially on discipline of students whereby some students do not attend classes regularly and even those who attend lack interest in learning which result in poor academic performance. Beside these different factors, other factors that were identified include lack of enough teaching and learning materials, hunger, failure of parents to provide scholastic materials to their children and not making a follow up of their children (Mbaluka, 2017).

5. Conclusion

The findings presented different aspects of discipline such as punctuality, respect, learner's behavior and giving responsibilities to students and these affect the student academic performance. Regarding levels of academic performance in Gatsibo District secondary schools, the majority got the average marks for district test ranging between 50-59 marks and there was positive relationship between students' discipline and students' academic performance in Gatsibo District secondary schools.

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